

Program Evaluation

Evaluation of a business and information technology program provides a basis for identifying the strengths and challenges for the program and the overall curriculum. Program evaluation will help to ensure quality of the program.

The key to a successful program or project is evaluation. Evaluation provides formative feedback that helps guide a program as it is being implemented. It also provides summative data that demonstrates that the program is accomplishing its stated goals and objectives. Without effective evaluation, the business teacher may fail to document important impacts the program has on students. The teacher may also fail to recognize how different components in the program are affecting stakeholders. In addition, evaluation helps focus efforts and resources on the specific goals of the program. Without written goals and specific objectives, teachers may direct their individual efforts toward slightly different goals, thereby reducing the efficiency of the overall program.

In an era where resources for educational programs are limited, those programs that can document their success in having an impact on students and in using resources efficiently will be at an advantage for ongoing funding. But program evaluation is not done just for accountability purposes; it is also intended as a management and planning tool. Program evaluation can:

- differentiate and describe different types of educational program evaluation in terms of form, worldview, and purpose
- identify current issues and dilemmas in business and information technology
- demonstrate an understanding of procedures, group techniques, and tools used in needs assessment
- demonstrate competence in qualitative and quantitative data collection and analysis
- identify evaluation designs and instruments used in assessing educational program impacts
- demonstrate effective methods for communicating evaluation findings and goals to stakeholders

Overview of Program Standards – Business and Information Technology

As the nature of work continues to change, the education of business and information technology becomes increasingly important for all students. As social, political, individual, and business needs emerge, the business curriculum must change to meet those needs. To be productive and responsible citizens, all individuals must have the opportunity to learn and apply the principles of business to all aspects of their lives. Business and information technology serves society by enabling individuals throughout their lifetime to develop competencies in multiple content areas.

Success for the business program and student requires more than content mastery. Key components for success in the workplace and society include such skills as human relations, self-management, teamwork, and leadership. Individuals also need sensitivity to ethical issues, cultural diversity, the value of work, and interpersonal relationships.

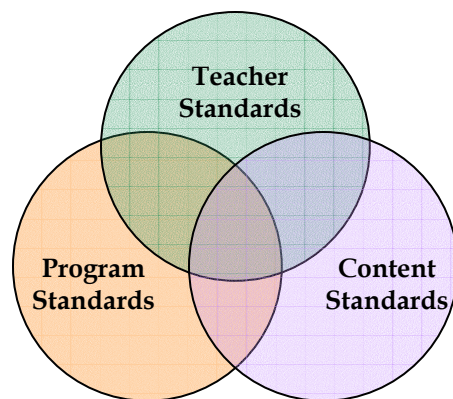
In addition, a comprehensive business program includes information technology as content and as a tool for critical thinking and decision-making skills. Students need to access and manipulate information quickly and evaluate the validity of that information. Students will then use that information to make wise decisions and create new knowledge.

Within the local school district and community, it is the business educator who must develop and nurture a comprehensive business program. A business advisory committee is a vital link to the establishment and maintenance of a business/education partnership.

The Future Business Leaders of America chapters at the middle and high schools, along with cooperative education and school-to-work experiences, will be real life forums for developing, refining, and/or applying many of the curricular standards.

These Business and Information Technology Program Standards are indicators of a quality, comprehensive business and information technology program. Based on these standards, local plans for improvement will lead to positive change through a collaborative network among business educators, administrators, policy makers, and business and community representatives. Local plans should enable educators to contribute to meeting the goals of their learning communities and results should lead to strengthened teacher roles and improved student learning.

Program standards are used in conjunction with Teacher Standards (PI-34) and Content Standards (National and Wisconsin) to provide a set of benchmarks for business and information technology teachers. Standards within each of these components will intersect and provide checkpoints for goal-setting and objectives.



Implementation of Program Standards

In order to offer and present effective business and information technology courses in a K-12 curriculum, a comprehensive evaluation process must be implemented on a continual basis. Program strengths and challenges need to be assessed so revision and improvement can be made. An evaluation process is a significant component of a high school's business curriculum and instruction.

Engaging in an extensive and meaningful evaluation of a business and information technology program is complex because both internal and external forces that define a program must be considered. The program standards are not meant to be used as a measurement tool for individual performance but rather as a self-evaluation for program growth and development. One example in using the program standards for program improvement includes a local teacher(s) requesting a committee of educators from area districts to participate in an on-site visit. Another example might be to use the program standards in developing program and budget priorities at the local level. The local teacher(s) might collaboratively evaluate the program with administration to help set these priorities. Another example in which program standards may be applied is in helping a teacher identify challenges to be used in setting goals for the Wisconsin Professional Development Plan for license renewal under PI-34. Another example is to use some of the challenges identified in the self-evaluation to plan activities for Carl Perkins funding.

Each program standard includes quality indicators in which to further define each standard. Evaluation of each quality indicator includes selecting a rating and providing documented institutional evidence and remarks. Samples of institutional evidence are provided to assist the business teacher in documentation.

Program standards are grouped together in eight major categories of quality career and technical education programs:

- Quality Educator
- Program Planning
- Curriculum, Instruction, and Student Assessment
- Program Evaluation
- Quality Schools
- Parent and Community Involvement
- Standards-Based Work-Based Learning
- Resources

Each standard is presented by major category with an explanation and justification to provide an overall understanding of the standard.

Rationale for Program Standards

Quality Educator

There is an increasing body of research that supports the assertion that teacher and teaching quality are the most powerful predictors of student success (NASSP, 2004).

Standard 1 – *The business educator is highly qualified and appropriately certified to teach all corresponding business and information technology courses within a business program.*

Standard 2 – *The business educator is the primary facilitator of learning for and about business and selects teaching strategies to match student needs with societal and technological change.*

Standard 3 – *The business educator has an improvement plan that demonstrates continual professional development including involvement in professional associations, such as FBLA, WBEA, NBEA, ACTE, WACTE, and relevant industry groups.*

Rationale for Standards 1, 2, and 3

The first step to ensuring that business educators in every Wisconsin classroom are highly qualified is to make sure that they hold the appropriate certification to teach all corresponding business and information technology courses within a business and information technology program. Certification alone, however, is not enough. Research suggests that it is what teachers know and are able to do in the classroom that most influences student learning (Burmaster, 2002).

Business educators must facilitate experiences that allow students to become independent learners and team members who are accountable for their own knowledge and performance. To achieve excellence in teaching, business educators must implement a professional development plan designed to keep them current in business content, improve the practice of teaching, and advance student's learning. The plan should include varied activities that enhance the business educators' ability to provide rigorous, academically integrated business instruction (PCBEE Policy Statement #69, 2002).

In addition, business educators must work collaboratively with educational and business communities to garner support and resources to achieve personal professional development goals that are complementary to the future direction of their discipline, the schools, and the business environment (PCBEE Policy Statement #60, 1997).

Ultimately, the success of a highly qualified business educator depends on how well the business educator meets the needs of students, business, and society.

Program Planning

Effective business and information technology programs do not just happen. The process of program planning provides thoughtful and intentional activities related to goals and objectives. Planning includes alignment with national, state, and local standards and mission.

Standard 4 – The business and information technology program has a vision and mission statement that is in alignment with state and national business and information technology mission statements as well as the school district’s mission and vision.

Standard 5 – The business content offered is in alignment with the Wisconsin Model Academic Standards for Business and local benchmarks, and incorporates the Academic Standards for English Language Arts, Mathematics, Science, and Social Studies.

Standard 6 – A comprehensive program includes three components: standards-based curriculum, work-based learning, and career and technical student organizations.

Rationale for Standard 4

The business and information technology mission represents a clearly articulated statement of purpose for the entire business program. As such, the mission statement should be a guiding force and business program decisions should be based on its framework and goals.

The mission of business and information technology – to teach for and about business – will continue as the fundamental basis of instruction in business. Business and information technology education prepares learners to make wise personal economic and career choices while developing knowledges, skills, and attitudes necessary to succeed in the workforce.

Learner groups, instructional resources, instructional content, and social contexts are changing. For this reason, educators must accommodate diverse learner groups by creating new teaching arrangements, including new instructional environments and strategies, and by using a variety of resources for teaching.

Education *about business* means instruction about various roles all learners will play as economically literate citizens. This instruction includes personal consumer economic skills, a knowledge of social and government responsibilities, and an understanding of business operations. Learning about business also means developing interpersonal and leadership skills for functioning in multicultural business settings. Preparation *for business* means building on these general understandings about business in a way that prepares learners to be employed in a variety of careers. In order to prepare for these roles, business teachers need comprehensive business preparation and business occupational experience.

Strong business and information technology programs are responsive to shifting educational and instructional paradigms. All business teachers, individually and collectively, must assume roles in a united effort to fulfill actively the evolving vision of education for and about business. This vision should be based on sound, carefully thought-out, and future-oriented assessments of many variables. Some variables to consider include changing technology, changing demographics, the economy, political developments with their accompanying rules and regulations, and the resulting local education policies and practices (PCBEE Policy Statement #57, 1995).

Rationale for Standard 5

The business and information technology program is driven by standards. Standards provide a framework for curriculum and program improvement (PCBEE Policy Statement #62, 1998).

Greater articulation and integration of instruction for and about business should occur across the total school curriculum with business teachers being full participants in the planning and teaching of programs.

Business teachers should recognize that learners gain similar competencies in different subject areas and levels of the curriculum. Therefore, articulation of instruction throughout the curriculum should become more common. Because greater integration of curriculum enables learners to see the interrelatedness of all knowledge and the multidisciplinary nature of real-world problems, more collaborative learning and team teaching between disciplines should be used in education for and about business.

Because learning is markedly affected by the context in which it occurs, application-focused teaching will become more prominent in the curriculum. Therefore, education for and about business should, through the leadership of business teachers, become more integrated into all instructional areas of the secondary school (PCBEE Policy Statement #57, 1995).

Rationale for Standard 6

In the current high-performance, results-oriented workplace, everyone must be able to make decisions and learn independently. To succeed in this evolving and unpredictable environment, students need a variety of academic and technical skills as well as career preparation experiences. Employers provide input essential in identifying skills considered vital in the workplace. Educators and employers partner to develop the structures and support for students to acquire the skills needed for employment and continuing education.

Educators use transition-to-work strategies to engage all students in a rigorous and relevant curriculum, to provide them with life and career connections, and to have them explore ever-changing and challenging opportunities in the workplace. Students are motivated and learn best when they understand the relevance of their instruction.

Business and information technology programs provide rich opportunities for real-world learning experiences for all students. These opportunities reinforce high academic standards while providing authentic contexts where students are able to apply what they have learned. School-based experiences include career and technical student organizations, field trips, guest speakers, and in-school enterprises. Work-based experiences include internships, apprenticeships, cooperative work programs, paid work experiences, job shadowing, community service, and service learning. The unique ability to bridge the gap between theoretical classroom learning and actual workplace experiences is an essential component in students' making successful transitions to work and ultimately, careers (PCBEE Policy Statement #63, 1999).

Curriculum, Instruction, and Student Assessment

The business and information technology curriculum is changing because of the growth and interest in computer technology, emphasis on knowledge management principles, globalization of the economy, and the integration of business courses into the academic curriculum. Business educators must develop assessment procedures and standards to not only meet business content but also core competencies required for high school graduation (Yopp, 2003).

Standard 7 – The curriculum is based on educational equity, current occupational trends, industry standards, and recognized educational practices.

Standard 8—The business and information technology program fosters a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 9 – The career and technical student organization, Future Business Leaders of America (FBLA), is co-curricular and a valued integral component of the program.

Standard 10 – Career guidance and counseling are a part of the curriculum, emphasizing educational options.

Standard 11 – Standards-related classroom assessments are integrated with curriculum instruction to promote meaningful learning and student accountability.

Standard 12 – The instructional program is aligned at the secondary level with post secondary institutions and articulated through various credit and advanced placement options.

Standard 13 – A business and information technology program is offered at the middle school level with exploratory experiences and skill building.

Rationale for Standard 7

Our nation's economy is dependent upon highly qualified and skilled workers. Preparing for current and emerging economic markets is a shared responsibility among all education, training, and workforce development systems. Employees must have a combination of academic knowledge, non-technical workplace skills, and technical competence. Industry certification is one approach to assessing and demonstrating the technical competence demanded by employers (PCBEE Policy Statement #72, 2003).

Rationale for Standard 8

Students entering today's dynamic workplace must possess business-related, non-technical (soft) skills as well as technical competence. Success in the twenty-first century business environment is dependent on a refocus of skills that were emphasized in the twentieth century. More than ever before, merely being technically competent is not sufficient. To be successful in the global and diverse workplace, students must develop human relations, self-management, and workplace enhancement skills. Today's employees and entrepreneurs must have the ability to use and apply these skills in every phase of their work and lives. Even with increasing use of technology and a growing trend toward diverse worksites, students must understand the benefit of soft skills to their careers and personal lives.

Business educators have traditionally been successful in teaching the technical skills. While the technical skills are effective tools to accomplish a task, they must be complemented by the soft skills to enhance productivity. In the high-performance workplace, it is the human factors that impact the ability of organizations to succeed. Key components for success on the job include the attributes of human relations skills (e.g., positive attitude and teamwork skills), self-management skills (e.g., knowing how to learn and ethical behavior), and workplace enhancement skills (e.g., critical thinking and decision-making skills). Employers clamor for individuals who can work effectively with others, collaborate to solve problems, and manage work teams. Business educators must assume leadership for ensuring that students develop these skills needed in business settings (PCBEE Policy Statement #67, 2000).

Rationale for Standard 9

Classroom experience alone is not sufficient to assure the development of competent, aggressive leadership in tomorrow's business world.

The growing gap between what business and industry need and what education produces could be resolved by direct, continuous involvement with business and industry in education. One means for such involvement is through student organizations, which, by supplementing classroom activities, offer the dual benefits of providing a laboratory for learning and adding individuality to education.

Classroom instruction is generally in a structured nature and directed to the entire student population, with only limited unstructured opportunities for reaching students. Through student organizations, teachers motivate and inspire students by building on each one's needs and interests. The disadvantaged and handicapped, for instance, can be brought in to the mainstream of student life and, at the same time, develop the confidence needed for career successes.

Although often categorized as extracurricular activities, student organizations serve a co-curricular purpose, with projects correlated closely to classroom instruction. In addition to the more obvious general and academic values, participation in student organizations provides business students with opportunities for leadership training, personal development, and social responsibility, as well as the further development of specific business skills.

Classroom teachers, in promoting student participation, must have the support of their administrations, professional organizations, teacher education programs, and government agencies charged with improving instruction (PCBEE Policy Statement #30, 1982).

Rationale for Standard 10

Business educators have long been aware of the occupational implications their subject matter holds for students. That awareness must expand to include understanding of their role as career guidance advisers as well. Because of their unique training, business educators are key people in the lives of students who are in the process of choosing an occupational path (A Guide to Curriculum Planning in Business, 1987).

Rationale for Standard 11

To be accountable, business educators must make visible what students know and are able to do – their accomplishments. A need exists for a comprehensive assessment program that both promotes accountability and inspires students to strive toward high standards. Assessment involves a blend of activities and tools that allow students to begin their instructional programs at appropriate levels and to gauge their progress toward meaningful goals (PCBEE Policy Statement #59, 1996).

Rationale for Standard 12

Business teachers should develop a coherent sequence of courses rather than view courses as individual offerings. Articulation agreements between high schools and postsecondary institutions are developed to eliminate duplication of competencies, to provide for advanced technical instruction, and to assist students in making a smooth transition from one level to another. Well-planned curriculum will reduce the need for remediation and increase time for advanced skill development (PCBEE Policy Statement #54, 1993).

Rationale for Standard 13

Business and information technology programs should develop a broader client base that will become larger and more diverse, beginning with students at the elementary level and continuing throughout life.

Elementary and middle school will more frequently be sites for instruction in economic education, keyboarding, computer applications, and business career exploration. Secondary-level business teachers should be serving a broader learner base by their involvement in innovative programs to serve all students. Customized education for individuals and businesses as well as special populations should become a greater part of post-secondary/collegiate business and information technology.

Lifelong learning will be a requirement for living and working in the twenty-first century. Therefore, the education, training, and retraining of adults should be a major thrust of education for business. Educational preparation programs should be available not only for teachers in educational institutions but also for facilitators, designers, and developers of programs for training and development in industry.

Inclusiveness of all populations should be an important part and obligation of the business and information technology curriculum because of the economic consequences of preparation affecting both consumption and life-work decisions (PCBEE Policy Statement #57, 1995).

Program Evaluation

Previously, documenting the number of students participating in a program and what grades they earned were considered program evaluation data. Currently, however, business and information technology programs are expected to have focused goals and measurable objectives. These objectives should document not only the stakeholders but the impact the program has or has had on the stakeholders.

Standard 14 – Follow-up studies and other forms of program assessment that measure the business and information technology program against current educational and industry standards are conducted on a regular basis and recommendations are used for continual improvement.

Rationale for Standard 14

Program assessment should be a continual process within the business and information technology program. Program and course strengths and weaknesses need to be assessed so revision and improvement can be made. The assessment process provides information vital in determining the extent to which program goals and objectives are being met.

Data should facilitate decision-making leading to the improvement of teaching and learning. Data related to student achievement, behaviors, demographics, programs, and staff perceptions should be the basis for identifying areas of excellence and areas of need. The business educator should utilize this data when considering program changes or revisions (WINNS, 2004).

Quality Schools

A quality school has a vision with articulated statements of goals, principles, and expectations for the entire learning community. The business educator will carry through that vision in his/her program. Evidence of success can be found in the data related to student achievement, behaviors, and perceptions (WINNS, 2004).

Standard 15 – The business educator is proactive, working with others to form policy and practices that enhance the school environment and improve student achievement.

Standard 16 – The business educator shall communicate concerns, challenges, and benefits of business and information technology to all decision makers, including but not limited to participating in school governance, maintaining on opening dialogue with policy makers, building support coalitions for educating the workforce, and promoting business and information technology and work-based learning programs.

Rationale for Standards 15 and 16

Quality schools are dynamic places with high expectations for everyone. Effective improvements happen through careful planning and are built around goals that educators, parents, and other community members know and support.

Business educators must collaborate with a variety of different groups if indeed they are to make a difference. It is the combined efforts of all stakeholders that can contribute towards the creation of a quality school and a quality business and information technology program.

Parent and Community Involvement

Family and community participation in the schools recognizes the important role that families, communities, and schools play in helping all children succeed in school and in life. These stakeholders need to be welcomed and respected for their contributions. A business educator will create a program that is geared to the diverse needs of families and particular conditions of each school, while building upon strengths within the family, the school, and the community.

Standard 17 – The business and information technology program reflects the needs of the community through councils that include community members with business and education experience.

Rationale for Standard 17

Partners bring their own strengths, skills, perspectives and knowledge to the educational process, and they all need to be welcomed and respected for their contributions.

Parents are their children's first and most influential teachers. Research clearly shows that families are important for children's learning, healthy development, and school success. When families are engaged in their children's learning, not only do children do better but the school also becomes a better place for all children to learn. Research shows that schools are most effective at ensuring all children perform well in school when they make strong, continuous efforts to work with children's families (WINNS, 2004).

Advisory councils are essential and can be utilized to provide direction or advice on current business/industry job needs. Developing a progressive and actively interested council is a worthwhile

endeavor. It can play a significant role in providing meaningful and effective educational experiences to high school students.

A function of education is to prepare individuals for the world of work. People in non-education work situations should be utilized in planning and evaluating career/job preparation courses. The members of an advisory council should be a cross section of business/industry representatives who can provide information and assistance in promoting, expanding, and evaluating educational programs. An advisory council can be an integral part of a business/industry/education liaison. To develop and improve quality educational programs is highly dependent on maintaining a close working relationship with business/industry (A Guide to Curriculum Planning in Business Education, 1987).

Successful education requires collaboration. Participants in collaborative learning communities may include educators, learners, parents, administrators, employers, community members, governmental representatives, and professional association members. With expertise in business, technology, and education, business educators provide a work world context for collaboration. Business educators are in a unique position to provide a bridge among collaborative partners. Business educators collaborate by

- seeking input and support from constituents who have the resources and capabilities to influence and enrich learning experiences,
- planning, initiating, and nurturing collaborative learning environments,
- maximizing appropriate technology usage,
- promoting assigned planning time to develop interdisciplinary activities, and
- implementing articulated curriculum (PCBEE Policy Statement #68, 2001).

Standards-Based Work-Based Learning

Business and information technology programs should provide opportunities for real-world learning experiences for all students. These experiences should reinforce high academic standards which provide authentic contexts where students can apply content learned.

Standard 18 – The business and information technology program offers a work-based learning component for students based on Wisconsin skill standards certificates, employability skills standards, industry certificates, and/or occupational standards.

Standard 19 – The operation of the business and information technology program is in compliance with all state and federal laws and regulations.

Rationale for Standards 18 and 19

Changes continue to occur in the global economy. Businesses depend on a qualified and well-trained work force. Students should be provided with skills and competencies needed to fill a variety of positions in business. Training programs must be in place to coincide with occupational changes (A Guide to Curriculum Planning in Business Education, 1987).

Greater student participation in the workplace can improve student preparation in the world of work. Both business and educational personnel agree that the workplace offers students experiences they will probably not find in a school setting alone. Work-based learning experiences expose students to

different types of jobs and help students learn and apply skills necessary to the working world. Concurrently, these experiences give students the opportunity to acquire attitudes, skills, and knowledge for work and other life roles by participating in actual or simulated work settings related to in-school instructional programs. All of these activities are aimed at the infusion of workplace experiences into the academic environment to assist students in developing work behaviors that will make them more employable. Further, these activities provide workplace and academic experiences to assist them in becoming responsible, cooperative, and active members of the community (Wisconsin Work-Based Learning Guide, 2003).

Through work-site learning, students have the opportunity to apply and extend knowledge, skills and abilities in an actual workplace setting. Business educators coordinate new experiences through internships, apprenticeships, cooperative work experiences, and externships (PCBEE Policy Statement #61, 1997).

Resources

It is essential that the business and information technology program has access to the resources necessary for program implementation.

Standard 20 – The facilities, equipment, technology, and operating budget support the vision and mission of the business and information technology program.

Rationale for Standard 20

Business educators must be aware of district and community resources that support and enhance business and information technology instruction. Potential resources should be screened and evaluated for possible use, and the community should not be overlooked as an extended resource for student learning.

In addition, business educators should make greater use of multimedia computing, local and worldwide networks, and interactive systems in the instructional process. Business educators should become full participants in the use of interactive communications linking electronic classrooms, businesses, and homes throughout the world.

Electronic learning sites located in homes and offices should augment instruction in traditional classrooms. Instruction should include the use of technologies such as distance learning, computer-assisted learning, and computer-directed learning to engage students in business and information technology (PBCEE Policy Statement #57, 1995).

The following pages include the Program Self-Evaluation, Improvement, and Goal-Setting Tool. Each of the 20 standards and corresponding quality indicators are provided in a table with columns provided for measurement. Following the Program Self-Evaluation, Improvement, and Goal-Setting Tool are checklists of ideas for documented evidence.

Standards for Quality in Business and Information Technology Program Self-Evaluation, Improvement, and Goal Setting Tool

Category, Standard, Quality Indicators	Needs Attention	Developing	Proficient	Distinguished	Documented Evidence	Remarks
Quality Educator						
Standard 1 The business educator is highly qualified and appropriately certified to teach all corresponding business and information technology courses within a business and information technology program.						
1.1 The business educator has on file a current teaching certificate.						
1.2 The business educator maintains a file containing documentation of completion of the requirements for renewal of the teaching certificate.						
1.3 The business educator renews teaching certification based on DPI requirements.						
1.4 The business educator is trained in supervision of work-based learning.						
1.5 The business educator holds relevant industry certifications.						
Standard 2 The business educator is the primary facilitator of learning for and about business and selects teaching strategies to match student needs with societal and technological changes.						
2.1 The business educator is clear to his/her students about what is to be learned and why.						
2.2 The business educator regularly participates in business-related work experiences as a way of bringing back valid examples to the classroom.						
Standard 3 The business educator has an improvement plan that demonstrates continual professional development including involvement in professional associations, such as FBLA, WBEA, NBEA, ACTE, WACTE, and relevant industry groups.						
3.1 The business educator prepares and follows a professional development plan that demonstrates increased proficiency and reflects the Wisconsin Teacher Standards.						
3.2 The business educator focuses professional development in areas of most need.						
3.3 The business educator participates in technical and professional development activities to update content knowledge, skills, and pedagogy.						

**Standards for Quality in Business and Information Technology
Program Self-Evaluation, Improvement, and Goal Setting Tool**

Category, Standard, Quality Indicators		Needs Attention	Developing	Proficient	Distinguished	Documented Evidence	Remarks
3.4	The business educator participates in teacher job shadows, externships, and courses related to assigned teaching areas.						
3.5	The business educator maintains membership in and participates in professional organizations at the local, regional, state, and national levels.						
3.6	The business educator participates in training and staff development in effective teaching/learning strategies for diverse and special populations.						
3.7	The business educator critically examines his/her own practice, and continues to learn throughout his/her career.						
Program Planning							
Standard 4							
The business and information technology program has a vision and mission statement that is in alignment with state and national business and information technology mission statements as well as the school district's mission and vision.							
4.1	The vision and mission statement include the purpose and goals established for the program area.						
4.2	The vision and mission statement reflect the needs of all students, the labor market, and the community.						
4.3	The business educator reviews and makes appropriate modifications of the program goals to reflect current conditions with input from students, parents, and community representatives.						
4.4	The business educator uses the mission of business and information technology to direct the business and information technology program.						
4.5	The business educator plans program improvement through needs assessment, labor market trends, graduate follow-up studies, parents, employers, etc.						
Standard 5							
The business content offered is in alignment with the Wisconsin Model Academic Standards for Business and local benchmarks, and incorporates the Academic Standards for English Language Arts, Mathematics, Science, and Social Studies.							
5.1	A written comprehensive curriculum, formally adopted by the board, is used.						
5.2	The business content meets applicable local and state standards.						

**Standards for Quality in Business and Information Technology
Program Self-Evaluation, Improvement, and Goal Setting Tool**

Category, Standard, Quality Indicators		Needs Attention	Developing	Proficient	Distinguished	Documented Evidence	Remarks
B-15	5.3 The business educator evaluates and revises curriculum on an ongoing basis to incorporate best practices and the state curriculum framework.						
	5.4 The business educator plans and sequences courses of study with clearly defined instructional objectives.						
	5.5 The program content and structure covers the business and information technology curriculum model.						
	5.6 Curricula and instructional strategies have been developed which integrate academic and vocational competencies.						
	5.7 The program engages students in specific activities designed to enhance basic skills and integrate knowledge across curriculum areas.						
	Standard 6 A comprehensive program includes three components: standards-based curriculum, work-based learning, and career and technical student organizations.						
	6.1 The business and information technology program offers opportunities for students to participate in career exploration activities.						
	6.2 All students participate in at least one school-supervised work-based learning experience.						
	6.3 Students are enrolled in both a related class and supervised employment simultaneously; the business educator provides standards-based classroom instruction and workplace supervision.						
	6.4 Work-based curriculum is driven by industry-determined standards and competencies.						
	6.5 Work-based learning opportunities include, but are not limited to, mentoring, paid and unpaid internships, job shadowing, work programs, youth apprenticeships, etc.						
	6.6 CTE student organization activities provide students with opportunities to participate in leadership development, community service, and volunteer activities.						
	6.7 The business educator provides employer mentor training to enhance students' success in work-based learning.						

**Standards for Quality in Business and Information Technology
Program Self-Evaluation, Improvement, and Goal Setting Tool**

Category, Standard, Quality Indicators	Needs Attention	Developing	Proficient	Distinguished	Documented Evidence	Remarks
Curriculum, Instruction, & Student Assessment						
Standard 7 The curriculum is based on educational equity, current occupational trends, industry standards, and recognized educational practices.						
7.1 All students have opportunities for full participation and equal access, without discrimination, to the entire spectrum of business and information technology programs and services.						
7.2 The business educator accommodates individual student needs with consideration of student abilities based on diagnostic information.						
7.3 The business educator uses alternative delivery systems and provides multiple opportunities for student success; instructional materials and strategies are tailored to a variety of learning styles and needs.						
7.4 Efforts to attract and accommodate diverse and special populations are continuous and ongoing.						
7.5 Diverse and special populations are provided the necessary support services to be successful in the curricula.						
7.6 Curricula are developmentally appropriate and gender and culturally neutral.						
7.7 Courses offered are based on enrollment trends, student interest surveys, and employment needs.						
7.8 Course offerings reflect current, new, and emerging occupations including awareness, broad-range knowledge, transferable skills, and specialized training.						
Standard 8 The business and information technology program fosters a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.						
8.1 Class size is conducive to effective teaching/learning strategies and does not exceed reasonable standards for safety, space, and equipment.						
8.2 The business educator is provided adequate time to develop training sites/opportunities and plans with business and industry.						

**Standards for Quality in Business and Information Technology
Program Self-Evaluation, Improvement, and Goal Setting Tool**

Category, Standard, Quality Indicators	Needs Attention	Developing	Proficient	Distinguished	Documented Evidence	Remarks
8.3 The business educator has adequate supervision time in his/her schedule based on the number of students participating in the supervised business experience component.						
8.4 The business educator defines high expectations for teaching and student learning.						
8.5 Attendance by students and staff is high.						
8.6 All students are given the opportunity to succeed in school.						
8.7 The classroom is orderly; standards of conduct and safety expectations are clearly described to students and parents and enforced consistently.						
8.8 Classroom organization provides for optimum use of instructional time, equipment, and resources.						
Standard 9 The Career and Technical Student Organization, Future Business Leaders of America (FBLA), is co-curricular and a valued integral component of the program.						
9.1 Students in grades 7-12 have the opportunity to participate in FBLA activities at the local, regional, state, and national levels.						
9.2 FBLA is under the supervision of a business educator.						
9.3 The administration provides recognition and support for FBLA.						
9.4 Resources are provided for students and the business educator to participate in FBLA activities.						
9.5 A program of activities, supporting achievement of curriculum competencies, is developed annually by students and the business educator and is based upon the goals, objectives, and curriculum of the program.						
9.6 Students gain leadership skills, team building skills, employability skills, interpersonal skills; opportunities for service learning and volunteerism are provided.						
Standard 10 Career guidance and counseling are a part of the curriculum, emphasizing educational options.						
10.1 Educational/vocational information resources are readily available to students.						

**Standards for Quality in Business and Information Technology
Program Self-Evaluation, Improvement, and Goal Setting Tool**

Category, Standard, Quality Indicators		Needs Attention	Developing	Proficient	Distinguished	Documented Evidence	Remarks
10.2	The counseling staff provides classroom instruction on career development topics.						
10.3	Recruitment efforts are focused on the needs, interests, and career objectives of the students in response to the needs of the business community.						
10.4	The career information provided reflects current, new, and emerging occupations including awareness, broad-range knowledge, transferable skills, and post-secondary training.						
10.5	Career guidance and counseling includes career awareness, self-assessment, and world of work.						
10.6	All students that enroll in a business program receive an assessment of their interests, abilities, and individual needs with respect to successfully completing the CTE program.						
Standard 11 Standards-related classroom assessments are integrated with curriculum instruction to promote meaningful learning and student accountability.							
11.1	Program and/or course objectives, assessment methods, and performance expectations are shared with students and parents/guardians prior to instruction.						
11.2	Assessments reflect the local and/or state standards.						
11.3	All students have an opportunity to learn the content.						
11.4	Assessments are free from bias or offensive references; there is consistency of scoring.						
11.5	Assessment mastery levels are appropriate for students.						
11.6	Students' progress is analyzed on a regular basis.						
11.7	Feedback is given and students' mistakes are corrected; more instruction is provided to students who need help.						
11.8	Performance measures and standards have been identified for every course offered in the program.						
Standard 12 The instructional program is aligned at the secondary level with post secondary institutions and articulated through various credit and advanced placement options.							
12.1	A 7-14 scope and sequence is in place.						

Standards for Quality in Business and Information Technology Program Self-Evaluation, Improvement, and Goal Setting Tool

Category, Standard, Quality Indicators		Needs Attention	Developing	Proficient	Distinguished	Documented Evidence	Remarks
12.2	Strategies for networking with post-secondary institutions provide an opportunity to exchange ideas with the district.						
12.3	Articulation agreements have been implemented with post-secondary institutions and/or with other community resources, where applicable.						
Standard 13 A business and information technology program is offered at the middle school level with exploratory experiences and skill building.							
13.1	The business and information technology program is regularly articulated between the elementary, middle school, and high school levels to ensure continuity of learning.						
13.2	Sequencing of courses is appropriate (the order in which topics are presented in the classroom or the ordering of courses available to students).						
Program Evaluation							
Standard 14 Follow up studies and other forms of program assessment that measure the business and information technology program against current educational and industry standards are conducted on a regular basis and recommendations are used for continual improvement.							
14.1	The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs, and instructional technology.						
14.2	Systematic procedures are in place to evaluate and revise the curriculum regularly based on actual student needs and indications of student mastery.						
14.3	Assessment includes input from students, parents, teachers, other school personnel, community partnerships, employers, and the community in general.						
14.4	A long-range plan for program improvement has been developed based on evaluation.						
14.5	Assessment is used to provide criteria for program improvement, ensure accountability, and examine program effectiveness.						
14.6	Strategies guide how the results of follow-up studies will be used for decision-making and planning.						

Standards for Quality in Business and Information Technology Program Self-Evaluation, Improvement, and Goal Setting Tool

Category, Standard, Quality Indicators		Needs Attention	Developing	Proficient	Distinguished	Documented Evidence	Remarks
14.7	The business educator and instructional staff meet regularly to review data and develop techniques and plans to support program improvement.						
Quality Schools							
Standard 15 The business educator is proactive, working with others to form policy and practices that enhance the school environment and improve student achievement.							
15.1	The business educator collaborates with school counselors to integrate career and developmental guidance competencies throughout the entire curriculum.						
15.2	The business educator collaborates with school staff responsible for providing reasonable enrollment representative of the entire school population.						
15.3	The business educator collaborates with school staff to achieve appropriate student-teacher ratios that ensure program goals and objectives are met in a safe and effective manner.						
15.4	The business educator collaborates with colleagues from other disciplines to encourage student integrative thinking/learning and cooperate in reducing the achievement gap.						
15.5	The business educator collaborates with district and school leadership to offer comprehensive, standards-related business programming.						
15.6	The business educator promotes partnerships between schools and public and private non-profit agencies.						
15.7	The business educator does not work in isolation; he/she learns from and collaborates with others, including students, colleagues, parents, and the community.						
Standard 16 The business educator shall communicate concerns, challenges, and benefits of business and information technology to all decision makers, including but not limited to participating in school governance, maintaining on open dialogue with policy makers, building support coalitions for educating the workforce, and promoting business and information technology and work-based learning programs.							
16.1	A written plan provides guidance for providing information to various groups.						

**Standards for Quality in Business and Information Technology
Program Self-Evaluation, Improvement, and Goal Setting Tool**

Category, Standard, Quality Indicators		Needs Attention	Developing	Proficient	Distinguished	Documented Evidence	Remarks
16.2	The business educator maintains open communications with local media and school district public information staff.						
16.3	The business educator participates in local community organizations and activities.						
16.4	The school disseminates information about school programs and practices in a variety of ways (e.g. newsletters and parent groups).						
Parent and Community Involvement							
Standard 17 The business and information technology program reflects the needs of the community through councils that include community members with business and education experience.							
17.1	An advisory committee has been established and is active.						
17.2	Community partnerships are utilized as resources to assist in program improvement.						
17.3	Local businesses provide work sites for work-based learning opportunities.						
17.4	Strategies are included for generating, maintaining, and strengthening family and community involvement.						
Standards-Based, Work-Based Learning							
Standard 18 The business and information technology program offers a work-based learning component for students based on Wisconsin skill standards certificates, employability skills standards, industry certificates, and/or occupational standards.							
18.1	Evaluation of students on the job includes occupationally specific skills as well as general workplace readiness.						
18.2	Training stations are appropriate for the business program; the business educator closely screens and approves training stations.						
18.3	There is a written training agreement between the school and the training sponsor on file for each student.						
18.4	The business educator provides frequent supervision at the training station.						
18.5	There is evidence that the supervised business experience component of the program has the support of counselors, administrators, and business.						

**Standards for Quality in Business and Information Technology
Program Self-Evaluation, Improvement, and Goal Setting Tool**

Category, Standard, Quality Indicators	Needs Attention	Developing	Proficient	Distinguished	Documented Evidence	Remarks
Standard 19 The operation of the business and information technology program is in compliance with all state and federal laws and regulations.						
19.1 Child labor laws are strictly enforced.						
19.2 Proper documentation shows that business complies with state and federal labor laws and industry regulations for students in work-based learning experiences.						
Resources						
Standard 20 The facilities, equipment, technology, and operating budget support the vision and mission of the business and information technology program.						
20.1 Resources in the community are used to enrich the curriculum.						
20.2 Procedures are in place for the periodic updating and replacement of instructional materials.						
20.3 Equipment is in good repair and proper working order; there are procedures for reporting and requesting repairs, and repairs are made promptly.						
20.4 The business educator provides input for determining the program budget; An established budget is designated for the purchase and/or replacement of equipment and software that are representative of those used in business and industry.						
20.5 An inventory of equipment is maintained for the program.						
20.6 The program is housed in appropriate facilities.						
20.7 All observed safety and emergency devices are in place and operational; staff members and students are trained in the safe and proper use of all safety and emergency devices where applicable.						
20.8 A district-wide technology plan is in place that is periodically revised and that provides strategies to address curriculum/technology updates, instructional materials, equipment and supplies acquisition, budget development, and advisory committee utilization.						

Documented Evidence

The following tables provide checklists of items to help the business and information technology teacher supply documented evidence for each of the standards and quality indicators of the program self-evaluation.

Category: Quality Educator	
	Hold 250/251 Business Education license (comprehensive license, PK-12)
	Hold 281 Vocational License
	Obtain and update relevant industry certifications/training such as MOS, A+, Cisco, etc.
	Participate as an active member in state/national associations such as WBEA, NBEA, WACTE, ACTE, WEA
	Conduct annual review and goal setting
	Present at conferences
	Maintain a professional development plan on file
	Contribute to professional publications
	Participate on school improvement teams
	Provide leadership in professional organizations
	Participate in continuing education beyond license renewal
	Coordinate multi- and interdisciplinary learning initiatives
	Prepare written, self-mentoring plan
	Serve as a cooperating teacher
	Write and obtain grants
	Supervise practicum students
	Conduct educational/teacher research
	Serve on statewide/regional education committees
	Collaborate in projects with external partners
	Pilot new programs and projects
	Mentor initial educators
	Participate in local/state/national curriculum development
	Serve in role for extra-curricular leadership
	Contribute voluntary leadership in the school/department
	Provide leadership in staff development: planning/delivery
	Formulate partnerships and collaborate with community agencies
	Facilitate learning in as faculty for adult education/technical college/university
	Develop and obtain resources
	Develop and coordinate program
	Write and submit news stories to local media about program and student achievement
	Communicate with local, state and national legislators
	Participate in community activities/promotions
	Display student work in public settings

Documented Evidence (continued)

Category: Program Planning	
	Develop curriculum plan based on state guidelines to curriculum planning
	Collaborate on curriculum projects
	Participate on school/district planning team
	Visit and partake in conversations with other districts to evaluate/develop programs
	Align local academic standards with state and national BIT standards
	Collaborate with postsecondary institutions
	Utilize community and business partners in program development
	Conduct ongoing evaluation-planning for program improvement and revision
	Conduct follow-up surveys
	Balance course offerings to prepare students for role of business citizen
	Maintain an active FBLA program
	Strive for vertical articulation in K-12 curriculum planning
	Participate in elementary education through direct teaching, team teaching, and collaboration
	Implement current research-based initiatives and practices such as service learning, peer education, problem/project-based learning, authentic instruction and assessment, interdisciplinary projects, applied academic programs, brain-based learning

Category: Curriculum, Instruction, and Student Assessment	
	Include problem-based units of study in curriculum
	Integrate FBLA Business Achievement Awards into curriculum units
	Create and implement multi- or interdisciplinary units
	Participate in development and implementation of Education for Employment plan
	Develop and implement applied academic units
	Articulate courses with post-secondary institutions
	Use classroom examples that demonstrate and recognize the importance of cultural diversity
	Include youth leadership and peer education activities
	Include diverse student populations, e.g., special education, non-traditional, gender, ethnicity, race, school-aged parents
	Use non-biased classroom resources such as textbooks, artwork, posters, videos, speakers
	Post expectations for respectful student behavior
	Adhere to ADA requirements in classroom
	Use multiple, alternative student assessment tools
	Expect ethical principles and behaviors in class from students
	Prepare written curriculum plan
	Define progression toward achievement of model standards through benchmarks
	Use training agreement and plan to integrate academic and skill standards
	Process career & work-related dilemmas and work-based experiences in classroom
	Conduct on-going work-place reviews-evaluations
	Provide work-place mentor training
	Teach to multiple learning styles and use developmentally appropriate curriculum units

Documented Evidence (continued)

Category: Curriculum, Instruction, and Student Assessment (continued)	
	Include problem-based learning experiences, cooperative learning, multi- and interdisciplinary approaches, service-learning, youth leadership, technology integration, and self-reflection
	Encourage critical and creative thinking through the use of analogies, practical reasoning, imagining, perspective-taking, developing and testing hypotheses, and transferring learning to new contexts
	Use powerful teaching strategies of varying structure such as inductive/ deductive models of teaching, case studies, student presentations/ demonstration, community-based learning, etc.
	Differentiate curriculum to challenge students at multiple ability levels
	Develop classroom norms and procedures with student input
	Set, communicate, and enforce appropriate behavioral standards with logical consequences
	Model respect for diversity and human dignity
	Encourage student sense of safety and expressing ideas and feelings
	Conduct student written evaluations of classroom climate and environment
	Hold high expectations, encourage students to do well, and promote process as well as content
	Use assessment tools with standardized scoring rubrics
	Provide opportunities for student for self-reflection and peer assessment
	Implement authentic, performance-based assessment devices and tools, e.g., portfolios, student presentations and demonstrations, anecdotal records, inventories, observations, surveys, action study/ research, interviews
	Establish criteria and develop rubrics for assessment with student input

Category: Program Evaluation	
	Plan for ongoing program evaluation in place
	Update curriculum, instructional, facility, and staffing based on results of ongoing program evaluations to improve the program
	Use <i>WI Standards for a Quality Programs in BIT</i> as framework for periodic self-assessments and planning
	Conduct graduate and employer follow-up studies
	Present evaluation results to appropriate audiences such as administration, guidance, school board, parents, students, community partners
	Write grants for funds to address program areas that need improvement
	Prepare budget and opportunity-cost analyses

Documented Evidence (continued)

Category: Quality Schools	
	Maintain appropriate class size for laboratory and classroom activities
	Document participation of special populations, e.g., gender, ethnicity, EEN, race, school-aged parents, ESL, ADA, economically disadvantaged, & GT
	Document committee work with stakeholders on career education, personal finance, work-based learning, information technology
	Represent BIT on decision-making teams in the school and district
	Participate on integrated and applied instructional teams
	Participate actively in mission/vision development and strategic planning
	Attend professional meetings and conferences to network
	Serve as a mentor
	Supervise student teachers
	Attend and present at state, school board, district, and school committee meetings
	Network informally with administrators, school board members, colleagues, community members
	Share practical reasoning expertise to frame decisions regarding reform
	Present at staff inservice

Category: Parent and Community Involvement	
	Utilize community resources for classroom speakers, advisory boards, field trips, job shadowing, mentors, FBLA co-curricular activities
	Engage in internships/externships
	Participate in civic organizations
	Maintain diverse makeup of advisory committee representative of community
	Prepare advisory committee minutes
	Obtain advisory committee support and resources
	Provide services to and seek services from parents and other community members and organizations
	Consider and implement advisory committee recommendations
	Develop partnerships with other educational institutions
	Reflect advisory committee recommendations in curriculum and facilities
	Implement community service/service-learning projects

Documented Evidence (continued)

Category: Resources	
	Maintain universal accessibility checklist for facilities
	Conduct regular maintenance checklists used to ensure that maintenance is completed
	Develop scheduled replacement plan for technology and equipment
	Prepare and analyze department budget
	Participate in FBLA budget preparation and fundraising activities
	Maintain resource management plan
	Conduct budget and opportunity-cost analyses
	Participate in annual review of student handbook, faculty handbook, and district policies
	Follow training agreements and <i>Rules and Regulations</i> for work-based learning
	Follow child labor laws for work-based learning programs
	Demonstrate fairness in classroom practices such as discipline strategies and techniques
	Follow policies and procedures for field trips and student transportation
	Follow policy on confidentiality of records
	Follow policy on reporting child abuse, sexual activity of minors, health concerns
	Follow statute and policies related to ensuring equity and diversity
	Follow employee work rules

Utilization of Evaluation Findings

After completing a program evaluation, business teachers should analyze and interpret findings, set priorities, implement changes, and monitor impacts that occur. These changes may be implemented as part of individual professional development, program enhancement, budget priorities, Carl Perkins planning, and other district initiatives. The program evaluation provides a basis for identifying the strengths and challenges for the business and information technology program. This information then should lead to the development of objectives and action plans and activities resulting in program improvement. A sample of an individual professional development plan and a program improvement plan are provided.

Individual Professional Development

The following is an excerpt from the Professional Development Plan (PDP) for Wisconsin Educators under PI-34 teacher licensing. Portions of a PDP are shown to illustrate how the Business and Information Technology Program Self-Evaluation can be used to help define goals and objectives as part of individual professional development.

In Sample A, a teacher has completed the Business and Information Technology Program Self-Evaluation and identified two quality indicators under Standard 7 --*The curriculum is based on educational equity, current occupational trends, industry standards, and recognized educational practices*--as "Needs Attention" or "Developing." The teacher utilizes this information as the basis of his/her professional development plan goals.

Sample A – PDP for Business and Information Technology Teacher

~Writing the Plan: Components~

Description of the Goal/Standards to be Addressed

Number of Goals: 1

To improve my knowledge of enrollment trends, student interests, and emerging occupations which will impact decisions on course offerings and course content.

Review Checklist for Description of the Goal/Standards

PDP Component	Educator		PDP Team		Comments By Team Members
	Yes	No	Yes	No	
Description of the Goal(s)	X				
• Is your goal relevant to your self-reflection?	X				
• Is your goal verifiable?	X				
• Will the goal impact your professional growth?	X				
• Will completion of this goal affect student learning?	X				

Sample A – PDP for Business and Information Technology Teacher

Rationale for the Goal

1. Self reflection
2. School and teaching/administrative/pupil service situation
3. Licensure standards to be addressed

It is our district's policy to review curriculum and course offerings on a five-year review cycle. Since our last review, the Business and Information Technology Department has experienced a decline in enrollment. We have gone from four full-time business teachers to three full-time teachers. My self-reflection supported my need to learn more about enrollment trends, student trends, and emerging occupations to update the business and information technology curriculum. Previously, course offerings have been primarily determined by teacher interest and past practice. Based on findings from the Program Self-Evaluation Improvement and Goal-Setting Tool, I realize I need to take into account these trends when designing course curriculum. My goal addresses the WI Teacher Standards #1 and #7.

Review Checklist for Rationale for the Goal

PDP Component	Educator		PDP Team		Comments By Team Members
	Yes	No	Yes	No	
Rationale for the Goal					
Does the plan describe the link to:	X				
• Your self-reflection?					
• School/teaching/administrative/pupil services situation?	X				
• Two or more Wisconsin Educator Standards as described in PI 34?	X				

Plan for Assessment/Documentation of Achieving the Goal Through Your Professional Growth

I will use local enrollment trends to assess impact of modifications to course offerings. I will conduct pre- and post-course surveys to analyze student reactions to updated course content and offerings. I will conduct post-graduate surveys to determine if information provided in the business and information technology courses regarding emerging occupations provided adequate preparation and skill training. I will assess my professional growth through my reflection notes, observation notes from department members, and ability to teach current content with emerging technologies. I will assess professional growth and program improvement by showing growth on the Business and Information Technology Program Self-Evaluation Improvement and Goal-Setting Tool.

Review Checklist for Plan for Assessment/Documentation

PDP Component	Educator		PDP Team		Comments By Team Members
	Yes	No	Yes	No	
Plan for Assessment/Documentation of Achieving the Goal					
• Does the plan include methods to assess your professional growth?					

Sample A – PDP for Business and Information Technology Teacher

Plan to Meet the Goal: Objectives, Activities & Timelines, and Collaboration

1. Yearly objectives
2. Description of activities and timelines
3. Collaboration

Objective 1: I will gather research on enrollment trends, student interests, and emerging occupations in order to plan curriculum changes.

Activities	Timelines	Collaboration	Date Completed
I will collect state enrollment data (DPI Course Offerings Report) for business and information technology programs.	June, Year 2	I will gather this data from the DPI Business and Information Technology Consultant	
I will collect local enrollment data (VEERS, class lists, articulation reports, etc.) for the business and information technology program	June, Year 2	I will gather this data from our counseling department	
I will develop a student interest survey	July, Year 2	I will work with the counseling department and curriculum coordinator to develop this survey	
I will conduct the student interest survey for students in grades 8-12	September, Year 2	I will work with staff teachers to help distribute and collect the surveys	
I will read current business literature to identify emerging occupations	Year 2	I will confer with library media specialist on best sources of information for emerging occupations	
I will interview local business representatives to obtain business perspective on emerging business occupations	Year 2	I will meet with local Chamber of Commerce and local business leaders to identify key business partners	
I will compile, analyze, and interpret all data collected to use as basis for decision making	May, Year 2	I will work with curriculum coordinator, administration, and department members	

Sample A – PDP for Business and Information Technology Teacher

Objective 2: I will use research gathered to recommend, develop, and implement curriculum changes.

Activities	Timelines	Collaboration	Date Completed
I will participate in a BIT department meeting to distribute and discuss data analysis with team members	August, Year 3	I will meet with curriculum coordinator and BIT department team members	
I will help to write a BIT curriculum program proposal to be presented to the school board	September-October, Year 3	I will work with curriculum coordinator, BIT department team members, and BIT educators in Wisconsin	
I will help to present the BIT curriculum program proposal to the school board	October, Year 3	I will collaborate with the curriculum coordinator, BIT department team members, school board, and administration	
I will help to develop curriculum changes, including instructional units and new courses	November-June, Year 3	I will work with curriculum coordinator, BIT department team members, and BIT educators in Wisconsin	
I will implement changes in instructional units and new courses in my teaching assignment	Year 4 Year 5	I will work with curriculum coordinator and BIT department team members	

Objective 3: I will gather data from students who have graduated and completed business and information technology courses to determine the impact of curriculum changes.

Activities	Timelines	Collaboration	Date Completed
I will develop a post-graduate survey	Year 4	I will work with the counseling department and curriculum coordinator to develop this survey	
I will conduct a post-graduate survey	April, Year 5	I will work with past graduates and counseling department to obtain mailing information	
I will analyze data from returned post-graduate surveys	June, Year 5	I will work with curriculum coordinator, administration, and department members	

Sample A – PDP for Business and Information Technology Teacher

Annual Review

- A. Reflection
- B. Revision

Reflection	Revision
<p>Year Two:</p> <p>Although I was able to gather all data I had planned to gather during this year, it was more difficult than I anticipated. Local enrollment data from past years for the BIT program is not saved and I needed to manually review student records to obtain this data. It was very helpful to put the compiled data into a spreadsheet to manipulate data to develop different charts to easily view different trends. I found the results interesting in that the steady decline in enrollment was primarily in courses where little technology is used. This is also consistent with the state enrollment data.</p>	<p>Year Two:</p> <p>Change #1: I will continue to collect data for Years 3, 4, and 5 to track enrollment student interest, and emerging occupation trends.</p> <p>Change #2: I will participate in curriculum exchange opportunity with BIT teachers across the state – July, Year 2.</p>

Program Improvement Plan

The purpose of the Program Self-Evaluation Improvement and Goal-Setting Tool is to determine the effectiveness of the BIT program and initiatives in relation to student needs as well as to determine the strengths and challenges of the program. Another use of the results from the program self-evaluation may be to create a program improvement plan for the local district to ensure quality business and information technology opportunities. While there are many formats and styles, components of program improvement plans are similar.

In Sample B, the BIT department of a local district has completed the Business and Information Technology Program Self-Evaluation. Based on the results of this self-evaluation, the BIT department has prepared numerous program improvement recommendations to be implemented over a period of several years. Sample B illustrates how the BIT department could address two of the quality indicators that were identified as “Needs Attention” or “Developing.”

The sample program improvement plan addresses one quality indicator under Standard 6--*A comprehensive program includes three components: standards-based curriculum, work-based learning, and career and technical student organizations* and one quality indicator under Standard 16--*The business educator shall communicate concerns, challenges, and benefits of business and information technology to all decision makers, including but not limited to participating in school governance, maintaining on open dialogue with policy makers, building support coalitions for educating the workforce, and promoting business and information technology and work-based learning program.*

Sample B – Program Improvement Plan for Business and Information Technology Program

Measurable objective: Plan and implement employer mentor training

Objective #1

How objective will be measured: One hundred percent of business mentors successfully complete mentor training program

Standard/ Indicator	Action to be taken	Needed Resources	Person Responsible	Start Date	Completion Date
Standard 6, Indicator 6.7	Write grant for Carl Perkins 10% funding for mentor training and implementation of skills certified co-op	LVEC, Carl Perkins training, grant writing workshop	CTE staff	January, Year 1	March, Year 1
	Investigate best practice for mentor training	Mentoring Youth for Success, DPI 1999	CTE staff	June, Year 2	July, Year 2
	Develop mentor training program	Mentoring Youth for Success, DPI 1999	CTE staff, business partners with past experience	July, Year 2	August, Year 2
	Facilitate mentor training program	Training room, computer/LCD, refreshments	CTE staff, business partners with past experience	September, Year 2	September, Year 2
	Conduct follow-up survey with mentors mid-year and end of year	Follow-up mentor training survey	CTE staff	January May, Year 2	February June, Year 2

Sample B – Program Improvement Plan for Business and Information Technology Program

Measurable objective: Inform the public (students, parents, businesses) about importance of key concepts taught in BIT courses. **Objective #2**

How objective will be measured: Successful distribution of BIT brochure, news releases, and electronic email newsletter to BIT students, parents, and business partners.

Standard/ Indicator	Action to be taken	Needed Resources	Person Responsible	Start Date	Completion Date
Standard 16, Indicator 16.4	Publish and distribute BIT brochure that explains the focus of teaching in BIT courses; highlight careers that courses may lead to	BIT curriculum guide; students, parents, and businesses mailing labels	BIT staff	September	Prior to course scheduling for next year
	Publish student classroom and work experiences in local newspapers and other public media	Digital photos of students in the classroom and work site	BIT staff	September	June
	Send an electronic email newsletter to students, parents, and local businesses quarterly	Electronic mail addresses of students, parents, and local businesses	BIT staff	September	June
	Present status of BIT program to school board annually	Computer/LCD, BIT brochures	BIT staff	October	October
	FBLA members present BIT overview to local community groups (Chamber of Commerce, Kiwanis, Community Club, etc.)	Meeting room, computer/LCD, BIT brochures	FBLA members	October	June

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